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ABSTRACT

A systematic procedure for the development of proposals for funding under Title III, ESEA, originating from the needs of one elementary school, was developed by the author. The procedure was designed to involve community members and the school staff in the appraisal of funding opportunities, the development of topics and objectives, the establishment of timetable and work deadlines, and checkpoints in the approval process. School needs were ranked, and the four process components were identified to be: the subject, the writer, the elements of the proposal, and the strategies for execution. Planning sessions were designed to focus on strategies for pooling effort, securing teacher and parent input, and gaining proposal support. Work meetings were structured to collect data, determine objectives, and evaluate the developing proposal. The process was successful in developing a proposal approved by the Board of Education as representative of its interest in educational improvements and appropriate for forwarding to the Office of the Superintendent of Job Instruction. The author evaluates the procedure as effective on the basis of approval of the proposal, involvement of parents and staff, response to identified school needs, and academic growth consistent with the effort expended. The author also recommends two followup strategies to be used in the event proposals are not funded. (Page 19 of Appendix "B" may reproduce poorly.) (Author)

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PROPOSAL WRITING: A STRATEGY FOR FUNDING AND CURRICULUM IMPROVEMENT

by

Carol M. Anderson
Principal, Van Vlissingen Elementary School
Chicago, Illinois

Practicum report, submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

January 1974

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ABSTRACT

The purpose of this practicum was to: become informed of the Title III, Elementary and Secondary Education Act of 1965; orchestrate the efforts of key community participants, knowledgeable staff, and local administrators to complete an educational effort which will be submitted to the State of Illinois for competition in the f[illegible]ng process; and, evaluate the action taken fo[illegible]termining the success of gaining approval, getting parents involved, meeting the established criteria, and growing educationally for future proposal endeavors.

INTRODUCTION

As principal of Van Vlissingen School since January, 1970, I have had many concerns about our unmet needs, poor test results, overcrowded conditions, and lack of a broad base of parental support. A question of available strategies for effecting change has been raised.

The Office of the Superintendent of Public Instruction (O.S.P.I.) has a budget of three million dollars allocated for proposal funding on a competitive basis under Title III, ESEA with no poverty factor. The purpose of this program is designed "to encourage school districts to develop imaginative solutions to educational problems, to more effectively utilize research findings, and to make intelligent use of supplementary centers and services."

A second question resulted; can a principal orchestrate a proposal involving key community participants and knowledgeable staff that would be approved for competition in the funding process.

Chapter I reviews the historical background and

current needs of Van Vlissingen School.

Chapter II discusses the proposal strategy, namely; the opportunity, rationale of the topic selection, objectives of the proposal, time table and work deadlines, and the four check points in the approval process.

Chapter III analyzes the success of the proposal as determined by approvals, degree of staff and parent participation, ability to address the project to the needs of the students, and worth of effort.

The appendix contains the approved proposal.

PROPOSAL WRITING:

A STRATEGY FOR FUNDING AND CURRICULUM IMPROVEMENT

by Carol M. Anderson[1]

Needs Assessment

Historical Background

Van Vlissingen School[2] serves the densely populated community of Roseland established in 1890 on the south side of Chicago. The main residential unit is a single family frame home. The socio-economic status of Roseland, prior to 1970, was lower-middle class Caucasian with a few Spanish. In 1970, the racial and economic characteristics began to change as mortgages became available under H.B. 235.[3] The community and the schools became integrated as black

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[1]Principal, Peter Van Vlissingen Elementary School; Chicago, Illinois.

[2]The current enrollment is 2240 students: 1692 attending the main building, 548 in the branch. Van Vlissingen is one of Chicago's largest elementary schools, built in 1893 with 29 classrooms.

[3]House Bill 235 made possible home ownership with minimum deposits.

families purchased homes. The enrollment was dramatic; an average of sixty new students registered each month for thirty months bringing the previous enrollment of 800 to 2700[4] within a three year period.

The rapid growth placed heavy burdens on the previously adequate building as a double shift[5] organization became necessary. The budget was never large enough to provide everything that was needed. The community had never qualified for Title I, E.S.E.A. funding and the school's only projector and three radios no longer met the needs of the teachers.

The new community residents were disenchanted with the realtor's "good schools." The shortened school day, the burdens of increased student freedom, the overcrowding, the old school building, and the problems created by the shortages of books and materials were administrative problems that had no simple and immediate

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[4]Since June, 1973, two former branch schools have formed a separate administrative unit bringing the enrollment of Van Vlissingen to 2240.

[5]Double Shift Organization: School hours of 8:00 to 12:00 and 12:00 to 4:00 allowed two groups of 35 students to use each classroom.

solutions. The children were experiencing less resources, special innovations, and free field experiences. Education, it was concluded, was better before!

Current School Needs Assessment

Something educationally impressive needs to happen to rally parents around the cause of education and to provide the broad base of parental support needed. Van Vlissingen School would profit greatly by increased parental involvement and change attitudes. The same parents attend all the meetings, support the school field trips, and volunteer for P.T.A. responsibilities. An example of one area of improvement contingent on parent attitudes is school attendance. Currently the daily rate of attendance is 87.7 percent.

Another educational need of the Van Vlissingen students, as identified by the school administrator, is the improvement of reading skills. As the student population grew, the reading scores declined. A sample of this trend is indicated below. The 1972-73 non-published test data confirms this unaltered pattern.

TABLE 1

Reading Test Data

	Gr. 4	Gr. 6	Gr. 8
Results for 1970-71			
Q3	44	41	50
Mdn	26	19	25
Q1	9	9	13
Results for 1971-72			
Q3			44
Mdn			20
Q1			10

A third area of need, and defined by the State of Illinois in Action Goals for the Seventies,[6] is the humanizing of the educational experience. Helping students demonstrate a positive attitude toward learning and fostering feelings of self worth and adequacy are recognized needs, along with the "learning is fun" experience.

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[6]Action Goals for the Seventies: An Agenda for Illinois Education: The Office of the Superintendent of Public Instruction. Illinois: 1972.

Focus: Developing a Proposal

Opportunity

Notification was received of the O.S.P.I.'s (Office of the Superintendent of Public Instruction, State of Illinois) intent to conduct a workshop for "proposal writers." The P.T.A officers and principal of Van Vlissingen School had previously acknowledged E.S.E.A. funds would not be available for school improvement, therefore, participation in Title III was viewed as a possibility and reservations were confirmed.

Considerations necessary for proposal writing, the State of Illinois calendar, and the Chicago Board of Education time table were described. A guidebook of the exact format was distributed with the necessary applications. Carefully, the representatives indicated the time demands as well as the statistics; one-sixth of all submitted proposals obtain funding. The needs of our local school could never discourage or alter the committment made to compete for 1974-75 funding; an opportunity for educational improvement.

The Rationale--Needs

The needs of Van Vlissingen School, all readily identified, had to be ranked to determine proposal effort. A meeting was held with the three assistant principals, two reading specialists, and four members of the P.T.A. Four objectives were identified: the main subject, the proposal writer, the various components of the proposal, and the strategies which will enable the efforts to become a reality.

Our discussion of primary needs focused on mutual concern for better student reading skills, however, a "different" approach must be the only consideration. The shortage of audio-visual materials, non-existing opportunities for free cultural experiences, scarcity of high motivation materials, and diminished parental involvement were suggested components of the proposal.

As the discussion continued, the principal's role as the proposal writer became apparent supported by a commitment from the assistant principals to assume more school management and the P.T.A. vice president to complete the parent objective.

A series of two additional meetings were scheduled to hammer out details, to refine objectives and activities, and to evaluate the contents of the proposal.

Objectives

These three planning sessions were adopted as strategy for: pooling initial effort, securing teacher and parent input, and gaining proposal support. Parents and professionals welcomed the opportunity to participate and to suggest ideas that provided direction for the project. Both the writer and the O.S.P.I. consider jointly reached goals to be of value.

It was also important that approaches to problems be expressed by the various contributors. Considerations of ideas reflecting different points of view added depth and interest to the solution. Proposal improvement and educational growth became apparent as members shared ideas and used other's experiences as sounding boards for new ideas.

Time Table

The proposal work had very strict time limits. The four key dates were:

10-4-73 Workshop: Proposal Writers

11-9-73 Proposals due: Government Funding Office; Chicago Board of Education

12-1-73 Chicago Board of Education Deadline

12-17-73 O.S.P.I. closing date for submission

Efficiency of effort was a necessary prerequisite, for any delays in approvals could result in missing the deadline.

Three committee meetings were called for the following three Tuesdays, thereby allowing enough time to collect data, determine objectives, and evaluate the developing proposal.

Evaluation

The finished proposal was then reviewed by the District 27 Superintendent. Dr. Moore approved the efforts making minor suggestions, and directed it to the second check point, the Area Associate Superintendent and his Director of Area Government Programs. After their approval, with no addendums, the proposal was transmitted to the editorial staff of the Government

Funded Programs, Chicago Board of Education. Two appointments followed, requesting the writer to redefine concepts and change activities, thereby improving the proposal for submission to the Board of Education meeting on November 28, 1973.

The Board of Education, the final check point, approved the proposal as representative of their interest in educational improvements and advanced the proposal to O.S.P.I., Springfield, Illinois.

Analysis of the Success of the Proposal

In analysing the process formulated to answer the question, 'Can a principal orchestrate a proposal involving key community participants, knowledgeable staff, and interested community agents to conceptualize a proposal eligible for funding competition?'[7] four main considerations become apparent.

1. Was approval granted for submission to the Office of the Superintendent of Public Instruction, Springfield, Illinois?
2. Did the endeavor attract parent involvement? Was the project supported by other staff and

---

[7]Mini Proposal, p. 1.

administrators?

3. Did the proposal respond to the identified needs of Van Vlissingen students?
4. Was the academic growth worthy of the effort?

The writer was pleased with the participation and the final results of the project. Prior to each approval, the proposal continued to be molded into it's final form, the end product being an educational idea that would contribute to student growth. Parents, teachers, and administrators that shared in the responsibility of shaping the contents of the original proposal and supporting the efforts of the principal should feel equally satisfied.

Six identified needs responded to by the proposal were: expanding the parental support base, suggesting reading improvement, humanizing education, purchasing and utilizing audio-visual equipment, introducing free field experiences, and suggesting an innovation. The finished product suggests at least one activity for each recognized need.

To justify the time expenditure, is easy; under-

taking a proposal project generates opportunities for staff interaction and value sharing. Pressing hard time lines can negate some of the recognized advantage. Ideas that have potential for educational improvement must be set aside if they deviate from the established thrust.

There are two follow up strategies if the proposal is not funded. The first, the O.S.P.I.'s policy of review allows unsuccessful candidates the privilege of a hearing. The second, the committee's determination to have a successful proposal, perhaps in 1975-76, will motivate another attempt.

PROPOSAL SUBMISSION: ESEA TITLE III
TELEVISION: A READING STRATEGY

12

RECOMMENDATION: Approve submission to the Office of the Superintendent of Public Instruction of TELEVISION: A READING STRATEGY, a preliminary proposal for funding through Title III of the Elementary and Secondary Education Act or through other appropriate sources. A copy of the proposal is on file in the Office of the Secretary.

DESCRIPTION: This project will provide a reading enrichment program designed to build and enhance basic reading skills necessary for successful participation in school. The participants will be 200 fourth grade pupils. Activities will include 20 two-week mini-units of study. Each of the units will develop from a field trip which has been recorded on videotape with a soundtrack, transcribed into a script, and developed into a series of reading activities to improve vocabulary, word-attack, comprehension, literary, and study skills.

The project will be located at the Van Vlissingen Elementary School, 137 W. 108th Place, Chicago, Illinois, 60628, District 27, Area A.

SUPPORTIVE DATA: This proposal was developed by staff at the Van Vlissingen Elementary School and supported by the school's PTA and advisory council.

Preliminary ESEA Title III proposals are due in the Office of the Superintendent of Public Instruction by December 17, 1973. Those projects whose preliminary proposals are approved will be notified by February 9, 1974, and will be asked to submit a detailed, formal proposal by March 9, 1974.

FINANCIAL: No additional cost to the Board of Education.

Funds in the amount of $56,100 will initially be sought from funding sources.

Respectfully submitted,

JAMES F. REDMOND
General Superintendent of Schools

Prepared by:

CAROL M. ANDERSON, Principal, Van Vlissingen Elementary School

Approved by:

MARGARET C. KRAWCZYK, Superintendent, District 27

CURTIS C. MELNICK, Associate Superintendent, Area A

MANFORD BYRD, JR., Deputy Superintendent of Schools

CLIFFORD CLAIBORNE, Administrator, ESEA Title III

JAMES G. MOFFAT, Assistant Superintendent, Government Funded Programs

LLOYD J. MENDELSON, Director, Bureau of Special Programs

TELEVISION: A READING STRATEGY

A Title III Preliminary Proposal

James F. Redmond
General Superintendent of Schools

Board of Education of the City of Chicago

December 1973

PART I

FORM A

14

LETTER OF INTENT TO SUBMIT A TITLE III, ESEA, PRELIMINARY PROPOSAL TITLE OF PROPOSED PROJECT TELEVISION: A HELP IN TEACHING READING

(ten words or less)

October 12, 1973

Date Submitted

Director

Title III, ESEA

316 South Second Street

Springfield, Illinois 62706

Dear Sir:

It is the intent of the Board of Education of the City of Chicago

(Local Education Agency)

228 North LaSalle, Chicago, Illinois 60601

(Address)

to submit a preliminary proposal for a project under Title III of the Elementary and Secondary Education Act of 1965.

Briefly state the project objectives and procedures:

This grant will allow Van Vlissingen teachers to implement their reading program with television scripts and shows, along with locally created scripts, followed up with lessons which teach skills presented in the program.

Following the viewing and reading of scripts, the students will participate in building vocabulary, comprehension activities, writing activities, and speaking exercises.

Amount of funds needed to support the first year of the proposed project

$ 46,000

Sincerely yours,

Superintendent or legally authorized representative (if latter, give title)

Assistant Superintendent
Government Funded Programs

PART II

FORM B

LETTER OF TRANSMITTAL

TITLE III, ESEA

PRELIMINARY PROPOSAL

TITLE OF PRELIMINARY PROPOSAL: TELEVISION: A READING STRATEGY

December 14, 1973
Date Submitted

Director

Title III, ESEA

316 South Second Street

Springfield, Illinois 62706

Dear Sir:

The Board of Education of the City of Chicago
(Local Education Agency)

228 North LaSalle, Chicago, Illinois 60601
(Address)

hereby submits a preliminary proposal for a project under Title III of the Elementary and Secondary Education Act of 1965, as amended.

The information required for the preliminary proposal is enclosed. We understand if our preliminary proposal is approved, we will be invited to submit a formal proposal.

Sincerely,

Superintendent or legally authorized representative (if latter, give title)

Assistant Superintendent
Government Funded Programs

PART III

State of Illinois

Office of the Superintendent of Public Instruction

Michael J. Bakalis, Superintendent

ASSURANCES FOR INITIAL APPLICATION

THE APPLICANT HEREBY GIVES ASSURANCES TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. (Attach a copy of the substantiating document.)

2. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant.

3. In planning the program proposed in the application, there has been and, in establishing and carrying out the program, there will be participation of persons broadly representative of the cultural and educational resources(s) of the area to be served including persons representative of the interests of potential beneficiaries.

4. Any funds received under this grant shall not be used to supplant funds normally budgeted for the planning of services of the same type.

5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance from the Department. (The assurances of compliance (HEW 441), or court order, or desegragation plan previously filed with the U.S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application.)

6. The project will be operated in compliance with Public Law 89-10 and with Regulations and other policies and administrative issuances by the Superintendent of Public Instruction and Commissioner of Education, including submission of such reports as may be required.

7. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. (Attach copy of authorizing document.)

I, James G. Moffat, do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED: December 14, 1973 James G. Moffat

(Legal name of applicant)

BY _____

(Signature of authorized representative)

Assistant Superintendent
Government Funded Programs

(Representative's title)

NOTARY PUBLIC: Subscribed to before me this

December 14, 1973 Chicago, Illinois

(Date) (City) (State)

NOTARY PUBLIC SEAL

SIGNATURE OF NOTARY PUBLIC _____

DATE NOTARY'S COMMISSION EXPIRES _____

PART IV

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
MICHAEL J. BAKALIS, SUPERINTENDENT

Title III ESEA Section
318 South Second Street
Springfield, Illinois 62706

TITLE III, ESEA, STATISTICAL DATA

SECTION I - PROJECT INFORMATION

A. REASON FOR SUBMISSION OF THIS FORM (Check one)

[X] 1. INITIAL APPLICATION FOR TITLE III GRANT [ ] 2. RESUBMISSION [ ] 3. APPLICATION FOR CONTINUATION GRANT [ ] 4. END OF BUDGET PERIOD REPORT

B. ILLINOIS GRANT NUMBER (In all cases except initial application, give assigned Illinois Grant Number)

C. MAJOR DESCRIPTION OF PROJECT: (Check one)

[X] 1. INNOVATIVE [ ] 2. EXEMPLARY

D. TYPE(S) OF ACTIVITY (Check one or more)

[ ] 1. PLANNING [ ] 2. CONDUCTING PILOT ACTIVITIES [X] 3. OPERATION OF PROGRAM

E. PROJECT TITLE

TELEVISION: A READING STRATEGY

F. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT

Two hundred fourth grade pupils at Van Vlissingen Elementary School will participate in an enrichment reading program in an attempt to introduce a dramatic and different approach to unlocking the potential of each student and to build the basic reading skills necessary for successful school participation.

G. NAME OF COUNTY

Cook

H. NAME OF APPLICANT (Administrative District)

Board of Education of the City of Chicago

PHONE (Include Area Code)

312-641-4141

I. ADDRESS (Street, City, Zip Code)

228 North LaSalle St., Chicago, Illinois 60601

J. PROJECT DIRECTOR

Carol May Anderson

OFFICE PHONE (Include Area Code)

312-568-6822

K. OFFICE ADDRESS (Street, City, Zip Code)

137 West 108th Place; Chicago, Illinois 60628

L. SUPERINTENDENT (Administrative District)

James F. Redmond

OFFICE PHONE (Include Area Code)

312-641-4400

M. OFFICE ADDRESS (Street, City, Zip Code)

228 North LaSalle St., Chicago, Illinois

N. TYPE OF PROPOSAL (Check one or more)

[ ] PROGRAM FOR HANDICAPPED [X] DEMONSTRATION PROGRAM [ ] NEITHER

PERCENTAGE OF EXPENDITURES FOR HANDICAPPED 5 %

O. AVERAGE PER PUPIL (ADA) EXPENDITURE (first preceding year)

$1,000.00

AVERAGE PER PUPIL (ADA) EXPENDITURE (second preceding year)

$970.00

P. DISTRIBUTION OF STUDENTS BY AREAS SERVED

____ Inner City
____ Pre Kindergarten Program
____ Geographically Isolated Areas
____ Program for Handicapped
X Program for Minority Group
____ Other

Q. OF THE TOTAL NUMBER OF PERSONS SERVED GIVE THE PERCENTAGE OF CHILDREN WHICH COME FROM FAMILIES WITH ANNUAL INCOMES OF:

1. 0 % $2000 or less
2. 20.5 % $2001 - $3000
3. 79.5 % over $3000

DATE SUBMITTED

December 17, 1973

SIGNATURE OF SUPERINTENDENT (Administrative District)

OSPI 69-05 (3-72) (Formerly OSPI 50-02-1964)

BEST COPY AVAILABLE

SECTION I FUNDS SUMMARY FOR PROJECT (Include amount from item G, page 2)

	ILLINOIS GRANT NO.	BEGINNING DATE	ENDING DATE	FUNDS REQUESTED
A INITIAL APPLICATION OR RESUBMISSION		July 1, 1974	June 30, 1975 19	
B APPLICATION FOR FIRST CONTINUATION GRANT		July 1, 1975	June 30, 1976	
C APPLICATION FOR SECOND CONTINUATION GRANT		July 1, 1976	June 30, 1977	
D TOTAL TITLE III FUNDS				
E END OF BUDGET PERIOD REPORT				

F TYPE OF FUNCTION (Check applicable item) ☐ REMODELING OF FACILITIES ☐ LEASING OF FACILITIES

G TOTAL SQUARE FEET IN THE PROPOSED FACILITY	TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY

SECTION II ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

A PROJECT ENROLLMENT AND PARTICIPATION		GRADES PRE K	K	1	2	3	4 6	7 12	ADULT (Exclude Teachers)	OUT OF SCHOOL YOUTH	TOTAL	STAFF MEMBERS ENGAGED IN IN SERVICE TRAINING PROJECTS
1. School Enrollment in Geographic Area Served	(a) Public	5904	41995	41731	41872	49433	148851	223619			555385	
	(b) Non Public	3200	4700	13000	13500	13600	51000	84000			183000	
2 Persons Participating in Project	(a) Public						200				200	
	(b) Non-Public											
	(c) Not Enrolled											

B TOTAL NUMBER OF PARTICIPANTS BY ETHNIC GROUP (Applicable to figures given in item A above)

WHITE	NEGRO	AM INDIAN	PUERTO RICAN	ORIENTAL	MEX. AMERICAN	OTHER (Specify)	TOTAL
	200						200

C RURAL URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT	RURAL		METROPOLITAN AREA		
	FARM	NON FARM	CENTRAL CITY LOW SOCIO ECONOMIC AREA	SUBURBAN	OTHER
PERCENT OF TOTAL NUMBER SERVED			100%		

SECTION IV PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT (Date services to begin)

A PERSONNEL PAID BY TITLE III FUNDS	FULL-TIME	PART-TIME	FULL TIME EQUIVALENT
1 ADMINISTRATION SUPERVISION			
2 TEACHERS (a) Pre Kindergarten			
(b) Kindergarten			
(c) Grades 1 6	1		
(d) Grades 7 12			
(e) Other			
3 SUBJECT MATTER SPECIALISTS (Area Specified)			
4 TEACHER AIDES (Indicate if Consumer Ed. aides)		1	1/2
5 PUPIL PERSONNEL SERVICES (Counselors etc.)			
6 MEDICAL AND PSYCHIATRIC PERSONNEL			
7 RESEARCH EVALUATORS			
8 PLANNERS AND DEVELOPERS			
9 DISSEMINATORS (Indicate P R C approval)			
10 OTHER PROFESSIONAL			
11 PARAPROFESSIONAL (Typist etc.)	2		
12 OTHER (Include Janitorial Services)	1		

B NUMBER OF CONSULTANTS TO BE PAID BY TITLE III FUNDS | TOTAL CALENDAR DAYS RETAINED

V. NARRATIVE

A. Abstract

The purpose of this project is to provide the 200 grade 4 pupils at Van Vlissingen Elementary School with a reading enrichment program, designed to increase their reading by a median gain of ten months. The project also aims to increase parent involvement in school activities.

The project is based on the use of videotape to record pupils' experiences on field trips. These tapes will be used as the basis for special reading activities. Each student will participate in 20 field trips, each one followed by 6 instruction periods during which the videotape will be viewed, the script of it read, and other reading activities developed by the project teacher undertaken by the student.

The project teacher will be responsible for scheduling and developing 20 two-week miniunits based on field trips. She will determine the locations to be visited, make all arrangements, schedule the groups of pupils, explain the purpose of each trip tc the classroom teachers who will accompany the students, and develop and implement learning activities based on the field trips. She will also provide advice to the classroom teachers on follow-up activities based on the videotapes and the miniunits.

Parents' involvement will be encouraged by inviting them to monthly meetings to view the videotapes and be informed about the follow-up activities. They will also be solicited as chaperones on the field trips.

B. Area Served

The Van Vlissingen School, Chicago, Cook County, Illinois, is the site of this proposal. The school is a very large elementary school (1,700 pupils with a branch school of 550) located in a densely populated community with three local parochial schools and several private nursery

schools nearby. There are also two additional public schools located within a mile.

The reading enrichment activity will be shared with the neighboring public schools and parochial schools: Roseland Christian School, Zion Lutheran Church School, Holy Rosary Catholic School, Lorenzo Turner Public School, and Booker T. Washington Public School.

C. Needs Assessment

This proposal is designed to meet a critical local need, upgrading pupils' reading levels. It will also meet two needs identified as critical by the state Title III needs assessment: programs for the socially disadvantaged (the pupils are almost entirely from minority groups), and curricular improvement. The latter will be met by using field trips as the basis for intensive reading experiences through the videotape recordings of them.

The project will also help to meet some of the state's action goals for the 70's: "provide opportunities which help students master the basic skills of reading, communication"; "provide opportunities for students to express the full extent of their creativity"; "foster a feeling of adequacy and self-worth on the part of all students"; and "provide an environment which helps students, parents, and other community members demonstrate a positive attitude toward learning."

The proposal, designed to attack inadequate results in reading by using a different medium in reading instruction, recognizes five characteristics of many students: poor reading skills, inadequate motivation for reading, poor attendance patterns, severe discipline problems in unsuccessful older students (including drug abuse), and limited cultural experiences.

The goal of the project, providing an opportunity which can help students build an experiential background and master the basic skills in reading, is designed to break down the trend of compounding failure. If students don't master primary reading skills, their entire school career is hampered.

The critical nature of the need addressed by this project was determined by examining pupils' reading scores, by talking with teachers of all grade levels and subjects, and through discussions with local parent groups. The following figures indicate the severity of the problem at Van Vlissingen:

READING TEST DATA
(by Percentiles)

	Pre-4th	Grade 6	Grade 8
	Results for 1970-71		
Q_3	44	41	50
Mdn	26	19	25
Q_1	9	9	13
	Results for 1971-72		
Q_3			44
Mdn			20
Q_1			10

Since the economic status of the community renders Van Vlissingen ineligible for ESEA Title I assistance, the pupils have not been able to receive any of the programs in reading improvement offered under that title.

D. Objectives	E. Activities	F. Evaluation
1. Given ten months' participation in the activity, the grade 4 pupils will show a median gain of ten months in reading, as measured by a standardized reading achievement test administered on a pre- and posttest basis.	a. The project teacher and the classroom teachers will plan 20 field trips for each fourth grade class, one every second week. b. The project teacher will plan 20 two-week reading miniunits. Each unit will be developed around the field experience. c. A technician and teacher aide will videotape each field experience. The classroom teacher will function as the director of the recording of the field experience, as determined with the project teacher in planning sessions. d. A secretary will type the dialogue that each videotape contains and duplicate copies for each student participating in the field experience. e. The project teacher will use the field experience videotape and script in planning the reading miniunit of six instructional periods with each class. The objective of each miniunit will be to develop specific reading activities which promote improved skills. f. The project teacher will present the miniunit consisting of the videotape, the script, and the instructional activities to each class in six lessons, 150 minutes per week. g. The classroom teacher will use the project teacher's miniunits in relating to her own instruction.	Students will be pre- and posttested on a standardized instrument. A comparison will be made with the '72-'73 year gain for evaluation of effect.

D. Objectives	E. Activities	F. Evaluation
	h. The teacher aides will participate in follow-up activities by working with individual pupils and in small groups. i. The project teacher will arrange and conduct inservice workshops with the grade 4 classroom teachers.	
2. Given ten months, the parents of fourth grade pupils will show an increased interest and understanding of their children's school activities by participating in 30 percent of all monthly project meetings.	a. Parents will be invited to participate in a meeting every fourth Friday to view the videotape experiences, learn what activities have occurred, and reinforce the new experiences. b. Parents will be encouraged to volunteer as chaperones, aides, and classroom monitors for the purpose of becoming involved in the learning process. c. Two parent meetings will be videotaped for demonstrating a lesson format and fostering a better understanding of their children's experiences. d. Parents will learn about basic school policies concerning homework assignments, curriculum content, and textbooks.	a. Success at monthly meetings will be measured by an attendance rate of 30 percent. b. An increase in parent's willingness to volunteer, at the 15 percent level, will indicate a positive response to the program. c. Parents will complete a teacher-constructed miniunit inventory indicating basic understanding and attitudes toward Van Vlissingen School and the learning process.
3. Given a ten month experience directed toward enriching the reading experience, the fourth grade students will show an increase in their feelings of self-worth and adequacy, respect for other students, eagerness to participate, and responsiveness in school, as	a. The increased contact of peers on field trips, visiting together in cultural places, interacting in the classroom, and viewing one's self on television will result in receiving greater support for effort and ego fulfillment.	a. Administration of a standardized attitude inventory. Pretest - Sept. '74; Posttest - May '75.

D. Objectives	E. Activities	F. Evaluation
measured by a standardized attitude inventory, on a pre- and posttest basis.	b. The project teacher will focus on both planning content and learning experiences and activities. c. Teachers and project teacher will consider solving interpersonal conflicts as an important underlying value to all the experiences in the miniunit. d. Teachers will be encouraged to ask questions which will induce analyzing behavior, exploring feelings, experiencing identification with others, clarifying central meanings, and appraising situations. e. Teachers will use formal and informal bus time to encourage students to express how they feel about the school and themselves, and their values. f. Students will be given an opportunity to participate in activity selection and to control some elements of the instructional time.	

G. Dissemination

The strategy for sharing the objectives, methods, and progress of the project will be according to the audience.

The community: News releases to three local papers and newsletters to parents by the administration of the school will be the most frequent means of disseminating information.

PTA and local school council: At monthly meetings, the principal has the opportunity of making direct progress reports of school happenings. This will be used to keep parents informed of current activities.

The fourth grade parents: A component of the project is to encourage parents to become involved in the school learning activities. Monthly meetings will be scheduled for this purpose.

District, area, and central office staff: Quarterly evaluations of procedures and activities as well as principal monthly reports will contain summaries of progress.

Local school staff: An important component of the proposal is the use of the project teacher for inservice workshops focusing on student experiences as a basic teaching tool.

Local private schools: Invitations to participate in a taping review and class activities will be extended.

Other professionals: If the results prove worthy from a research point of view, project results will be submitted for publication in educational journals.

H. Project Planning

Two events were occurring simultaneously at Van Vlissingen School that resulted in this proposal development. The fourth grade teachers were experiencing difficulty in completing the primary cycle of skills

and activities and were meeting with the administration. The community participated in a drive to secure consideration for Title I funding, but were unsuccessful. The two activities merged to devise a strategy that might result in a solution for both problems, more funding for the school, and an approach to remedy the poor achievement and motivation.

The local school council invited a member from the Department of Government Funded Programs to address the parent executive committee. There have been many meetings over the past year of the PTA committee, the local administration, and various staff members in the government funding office. An area meeting concerning minigrants announced in September 1973 provided the stimulus for renewing these efforts.

The PTA vice president and the principal began a new effort. Support came through the assistant principal's relief from daily responsibilities, freeing time to field test ideas and to discuss plans for having an activity that could make a difference. The reading resource teachers and fourth grade team heard the ideas and added to the proposal.

I. Innovativeness

Educationally disadvantaged youngsters exhibit severe deficits in their ability to abstract and to see relationships, and in other cognitive processes. This low performance is not an indication that they cannot master these processes but that the school has failed to reach them.

A different learning strategy is needed. Motivating devices are needed to break the typical "punishment incentive" and to engage the students in a workable learning process. An impact on feelings must be made in order to mobilize attention, motivation, and energy for learning. Success must be experienced fairly immediately: short-term sequences of activity with tangible results are essential. Children need to have a

part in the educaitonal process and to control a part of their school world to give them a feeling of involvement and importance.

This project, using videotape to record field experiences as a basis for reading activities, has a great opportunity for creative input, flexibility in the learning experience, and potentiality for developing and stimulating a child's eagerness to get involved. Motivation of the student must spring from the task itself and from the satisfaction that comes from being able to manage and master concepts, skills, and materials which had previously defeated him.

The planning committee had no knowledge of a similar program for the kind of use of videotape proposed here.

J. Phase-In Of Non-Title III Support

The initial Title III support will provide the equipment, allow the build-up of a collection of scripts and videotapes, complete the inservice component, help attract parents to the school, and build up a more positive school image. Subsequent costs will be considerably reduced because of the carry-over of equipment.

Continuance strategies will have to develop from the evaluation of the results. Changes in staffing at Van Vlissingen may permit the incorporation of the project into the regular program without the addition of special staff.

K. Participation From Private Nonprofit Schools

The local parochial schools will be informed of the project and will have the opportunity to visit and participate in it, and to receive information. The fourth grade classes from these schools will visit Van Vlissingen.

L. Project Staff

1. Staff funded by Title III

1 project teacher	- plan experiences, arrange field trips, develop units, instruct each fourth grade class for 150 minutes each week, provide project guidance and inservice to regular teachers.
2 teacher aides	- assist in videotaping field trips, individualize instruction when need is recognized, chaperone trips, help students organize notebooks.
1 video technician (part-time)	- videotape field trips
1 secretary	- transcribe videotapes, type and duplicate units, file and catalogue experiences.

2. Staff not funded by Title III

6 classroom teachers	- chaperone trips, relate project activities to classroom studies, provide all basic instruction for the students, and accept the responsibility for the classroom's records, attendance, etc.

PART VI

PRELIMINARY BUDGET SUMMARY

NAME OF ADMINISTRATIVE DISTRICT Board of Education of the City of Chicago

ADDRESS 228 North LaSalle Street, Chicago, Illinois 60601

ITEM	Expense Classification						
	SALARIES	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER	TOTAL
Administrative Salaries		XXX	XXX	XXX	XXX	XXX	
Instructional Salaries	$33,170	XXX	XXX	XXX	XXX	XXX	$33,170
Clerical/Support		XXX	XXX	XXX	XXX	XXX	
Other Non-professional		XXX	XXX	XXX	XXX	XXX	
Audit	XXX	$ 1,368	XXX	XXX	XXX	XXX	1,368
Consultants	XXX		XXX	XXX	XXX	XXX	
Data Processing	XXX		XXX	XXX	XXX	XXX	
Rent	XXX		XXX	XXX	XXX	XXX	
Administrative materials	XXX	XXX		XXX	XXX	XXX	
Instructional materials	XXX	XXX	$ 6,000	XXX	XXX	XXX	6,000
Custodial supplies	XXX	XXX		XXX	XXX	XXX	
In-project travel	XXX	XXX	XXX	$1,000	XXX	XXX	1,000
Out-of-project travel	XXX	XXX	XXX		XXX	XXX	
Consultant Travel	XXX	XXX	XXX		XXX	XXX	
Conferences	XXX	XXX	XXX		XXX	XXX	
Professional Retirement/Benefits	2,220	XXX	XXX	XXX	XXX	XXX	2,220
Non-professional Retirement/Benefits	3,392	XXX	XXX	XXX	XXX	XXX	3,392
Insurance	XXX		XXX	XXX	XXX	XXX	
Telephone	XXX	500	XXX	XXX	XXX	XXX	500
Postage	XXX	500	XXX	XXX	XXX	XXX	500
Utilities			XXX	XXX	XXX	XXX	
Maintenance	XXX		XXX	XXX	XXX	XXX	

Television and Reading Strategy

Administrative Equipment *	XXX	XXX	XXX	XXX			
Instructional Equipment *	XXX	XXX	XXX	XXX	$ 7,450		$ 7,450
Dissemination	XXX	XXX	XXX	XXX	XXX	500	500
Remodeling	XXX		XXX	XXX	XXX	XXX	

GRAND TOTAL $ 56,100

* Please note: Items of equipment costing $50.00 or more each must be itemized. Attach additional sheets, if necessary.

11/19/73

EQUIPMENT LIST

Quantity	Description	Purchase Price
1	Typewriter	$ 50
1	Duplicator	150
1	Copy Machine	300
1	Sony Videorover	6,000
1	Color TV Set for Playback	950
	TOTAL	$ 7,450

BIBLIOGRAPHY

Action Goals for the Seventies: An Agenda for Illinois Education, Springfield, Illinois: The Office of the Superintendent of Public Instruction, 1972.